

WIA n	<p>The record is divided into three main sections:</p> <ul style="list-style-type: none"> <li>{ Individual Information (100 series);</li> <li>{ Activities and Services (300 series); and</li> <li>{ Outcomes (or results) (600 series).</li> </ul>
WI	<p>At this time, unused numbers in the 200, 400, 500, 700, 800 and 900 series aren't reserved and States and local areas may use these numbers for their own purposes. Later on, ETA offices may use these item numbers if additional reporting items are added. Each section begins with items needed for all participants at the top of the section, followed by information for individuals receiving additional services (such as intensive and training services). Finally, any items needed just for dislocated workers or youth appear at the end of each section.</p> <p>An applicability guide to show which items are required by groups described in WIA accompanies each item. Please see short notes on grouping codes on the following page. A definition of the item and frequently asked questions appear on the same line. Programmers will also find a field size/type marker in the item box.</p> <p>Technical instructions for preparing and submitting the record are contained in Appendix A.</p>

### Attachment E (October 1, 2001)

## Revised Workforce Investment Act Title I-B Standardized Record Data (WIASRD)

### A Brief Explanation

Note Regarding Required Items by Groups	
☐ = Data item required for the column group.	
Data collection requirements for adults and dislocated workers are based on the type of services received:	<b>C</b> = Core services other than informational or self-service, only.
	<b>I</b> = Intensive Services
	<b>T</b> = Training Services
Data collection requirements for youth are based on age at registration:	<b>14 to 18</b>
	<b>19 to 21</b>

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#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		
		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
	SECTION 1 - INDIVIDUAL INFORMATION							
101	Individual identifier XXXXXXXXXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The State will develop a process for assigning an identification number to each person. This identification number may be an encrypted Social Security number or another identification number developed by the State. This identification number for a person should be the same for every period of participation and in every local area and statewide program in the State.</p> <p>The ID number may include both numeric and alphabetic characters.</p>
102	Date of birth YYYYMMDD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
103	Gender 1 = Male 2 = Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
104	Individual with a disability 1 = Yes 2 = Yes and disability results in a substantial impediment to employment 3 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>An individual with a disability means an individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).</p> <p>Record 1 for any individual who has a physical or mental impairment which substantially limits one or more of such person's major life activities, or has a record of such an impairment, or is regarded as having such an impairment.</p> <p>Record 2 if the individual has a physical or mental impairment which for such individual constitutes or results in a substantial impediment to employment.</p>
105	Ethnicity Hispanic or Latino 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.</p> <p>NOTE: Ethnicity information (Hispanic, other) is collected separately from race information. Individuals who indicate that they are Hispanic or Latino should also have the opportunity to select one or more racial categories.</p> <p>NOTE: Information on ethnicity should be collected before information on race.</p> <p>What if an individual refuses to select an ethnicity category? Missing data will be accepted as long as data are missing for only a small proportion of participants.</p>

	<b>Race</b> Separate items for each of the following categories						<i>What if an individual is multi-racial?</i>  When self-reported information is used, individuals shall be offered the option of selecting one or more racial designations. Recommended forms for the instruction accompanying the multiple response question are “mark one or more” and “Select one or more.”  <i>What if an individual refuses to select a racial category?</i>  Missing data will be accepted as long as data are missing for only a small proportion of participants.
106	<i>American Indian or Alaska Native</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A person having origins in any of the original peoples of North America and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.
107	<i>Asian</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, the Philippine Islands, Thailand, and Vietnam.
108	<i>Black or African American</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A person having origins in any of the black racial groups of Africa.
109	<i>Hawaiian Native or other Pacific Islander</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
110	<i>White</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A person having origins in any of the of the original peoples of Europe, the Middle East, or North Africa.
111	<i>Veteran status</i> 1 = Yes # 180 days 2 = Yes > 180 days 3 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Record 1 if the individual is a person who served in the active U.S. military, naval, or air service for a period less than or equal to 180 days, and who was discharged or released from such service under conditions other than dishonorable.  Record 2 if the individual met the conditions described above for more than 180 days.

112	<i>Campaign veteran</i> 1 = Yes 2 = Yes, Vietnam-era veteran 3 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Record 1 if the individual is a veteran who served on active duty in the U.S. armed forces during a war or in a campaign or expedition for which a campaign badge or expeditionary medal has been authorized as identified and listed by the Office of Personnel Management (OPM). Please see Appendix B for the current list as of 01/07/2000. For campaigns occurring after this date, updated information may be obtained on the OPM web site:  <a href="http://www.opm.gov/veterans/html/vgmedal2.htm">http://www.opm.gov/veterans/html/vgmedal2.htm</a>.</p> <p>Record 2 if the individual served in the active U.S. military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable during the Vietnam-era (the period beginning on February 28, 1961 and ending on May 7, 1975, in the case of a veteran who served in the Republic of Vietnam during that period, and the period beginning on August 5, 1964 and ending on May 7, 1975, in all other cases).</p> <p>Note: If both codes 1 and 2 apply, record 2 for Vietnam-Era Veteran.</p>
113	<i>Disabled veteran</i> 1 = Yes 2 = Yes, special disabled 3 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Record 1 if the individual is a veteran who is entitled to compensation regardless of rate (include those rated at 0%) for a disability under laws administered by the Department of Veterans' Affairs (DVA), or who was discharged or released from active duty because of a service-connected disability.</p> <p>Record 2 if the individual is rated at 30% or more by the DVA, or at 10 or 20 percent for a serious employment disability.</p>
114	<i>Recently separated veteran</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A veteran who applied for participation under WIA title I within 48 months after discharge or release from active U.S. military, naval, or air service.</p>
115	<i>Employment status at registration</i> 1 = Employed 2 = Not employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Employed. An employed individual is currently working as a paid employee or who works in his or her own businesses or profession or on his or her own farm, or works 15 hours or more per week as an unpaid worker on a farm or in an enterprise operated by a member of the family, or is one who is not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.</p> <p>Not employed. An individual who does not meet the definition of employed or who, although employed, has received notice of termination of employment.</p> <p>NOTE: This item is used to calculate some of the core indicators of performance for adults and older youth.</p> <p>NOTE: This information is to be collected from the registrant at registration, not from wage records.</p>
116	<i>Limited English language proficiency</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>An individual who has limited ability in speaking, reading, writing or</p>

	1 = Yes 2 = No							understanding the English language and (a) whose native language is a language other than English or (b) who lives in a family or community environment where a language other than English is the dominant language.
117	<i>Single parent</i> 1 = Yes 2 = No		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A single, separated, divorced or widowed individual who has primary responsibility for one or more dependent children under age 18.

118	<p><i>Unemployment compensation programs (U.C.)</i></p> <p>1 = Eligible claimant referred by WPRS  2 = Eligible claimant not referred by WPRS  3 = Exhaustee  4 = Neither claimant nor exhaustee</p>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Authorized under State unemployment compensation laws (in accordance with applicable Federal law).</p> <p>Record 1 if the individual is an eligible U.C. claimant referred by the Worker Profiling and Reemployment Services (WPRS) system.</p> <p>Record 2 if the individual is an eligible U.C. claimant but was not referred by WPRS.</p> <p>Record 3 if the individual exhausted their U.C. benefits.</p> <p>Record 4 if the individual was neither an U.C. claimant nor an exhaustee.</p> <p>An eligible U.C. claimant is an individual who has been determined to be monetarily eligible for benefit payments under one or more State or Federal unemployment compensation programs and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights.</p>
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119	<p><i>Low income</i>  1 = Yes  2 = No</p>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<p>A registrant in one or more of the following categories (WIA section 101(25)):</p> <p>(A) receives, or is a member of a family which receives, cash payments under a Federal, State or local income-based public assistance program;</p> <p>(B) received an income, or is a member of a family that received a total family income, for the six-month period prior to registration for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A) and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size does not exceed the higher of:</p> <p>(I) the poverty line, for an equivalent period; or</p> <p>(II) 70 percent of the lower living standard income level, for an equivalent period;</p> <p>(C) is a member of a household that receives (or has been determined within the 6-month period prior to registration for the program involved to be eligible to receive) Food Stamps under the Food Stamp Act of 1977(7 U.S.C. 2011 et seq.);</p> <p>(D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302); or</p> <p>(E) is a foster child on behalf of whom State or local government payments are made.</p> <p><i>May an individual with a disability whose family does not meet income eligibility criteria under the Act be eligible for priority as a low income adult?</i></p> <p>Yes. Even if the family of an individual with a disability does not meet the income eligibility criteria, the individual with a disability is to be considered a low-income individual if the individual's own income:</p> <p>(1) Meets the income criteria established in WIA section 101(25)(A) or (B); but is a member of a family whose income does not meet those requirements. [WIA sec. 101(25)(F).]</p>
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	<b>Public assistance recipient:</b> Separate items for each of the following two categories						Record 1 for Yes if the participant is listed on the grant and/or is receiving assistance under any of the following programs at any time during participation. While this information may be updated during participation, such updating is not required. Self-reported information will be acceptable for reporting. <b>Do not include foster child payments.</b> NOTE: Record 1 for Yes for <b>every</b> public assistance program from which the individual is receiving assistance.	
120	<i>Temporary Assistance to Needy Families (TANF)</i> 1 = Yes 2 = No		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	Also include participants who were referred by the TANF agency, participated in the TANF assessment program as a requirement prior to opening a TANF grant, and who received support services from the TANF agency.
121	<i>General Assistance (GA) (State/local government), Refugee Cash Assistance (RCA), Supplemental Security Income (SSI-SSA title XVI)</i> 1 = Yes 2 = No		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	Record 1 for Yes if the participant receives cash assistance from one or more of these sources.
122	<i>Pell Grant recipient</i> 1 = Yes 2 = No		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The individual is or has been notified s/he will be receiving a Pell Grant.</p> <p>NOTE: This item may be updated at any time while the individual is receiving WIA services (except follow-up services). Record yes if the individual received a Pell grant at any time during WIA participation.</p> <p>NOTE: Section 663.310 of the WIA Final Rule (title 65 FR 49404 - 49405, August 11, 2000) describes which adults and dislocated workers may receive WIA-funded services. Those who are unable to obtain grants assistance from other sources, including Pell grants are discussed in paragraph (d) of section 663.310. Section 663.320 of the same document lists the requirements for coordination of WIA funds with Pell Grants.</p> <p>NOTE: The receipt of a Pell grant may not disqualify a participant from eligibility for WIA-funded training, if the Pell Grant recipient chooses to use the grant for experiences other than tuition.</p>

123	<p><i>Highest school grade completed</i></p> <p>00 = No school grade completed</p> <p>01-11 = Number of elementary/ secondary school grades completed</p> <p>12 = High school graduate</p> <p>88 = Attained certificate of equivalency for a high school degree (e.g., GED)</p> <p>13-15 = Number of school years completed.</p> <p>16 = Bachelor's degree or equivalent</p> <p>17 = Education beyond the Bachelor's degree</p>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Codes 13 to 15 include college, or full-time technical or vocational school. Codes 13 to 15 should not be used for individuals who are not high school graduates unless they attained a college degree.</p> <p><i>How should individuals who completed 12th grade but did not receive a diploma or equivalent be coded?</i></p> <p>These individuals should be coded "11" to indicate that they did not receive a diploma or equivalent.</p> <p><i>How should Certificates of Completion or Individual Education Program (IEP) Diplomas be reported?</i></p> <p>Participants with a disability who successfully completed an Individual Education Program (IEP) for youth with disabilities are to be coded as "12".</p>
	<b>Additional Individual Information Needed For Dislocated Workers and Displaced Homemakers</b>							Items 124 and 125 are to be completed for dislocated workers and displaced homemakers only.
124	<p><i>Displaced homemaker</i></p> <p>1 = Yes</p> <p>2 = No</p>			<input type="checkbox"/>	<input type="checkbox"/>			<p>An individual who has been providing unpaid services to family members in the home and who-</p> <p>(1) as been dependent on the income of another family member but is no longer supported by that income; and</p> <p>(2) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>

125	<i>Date of actual qualifying dislocation</i> YYYYMMDD			<input type="checkbox"/>	<input type="checkbox"/>			<p>The last day of employment at the dislocation job. If there is no dislocation job (e.g., displaced homemakers), leave blank.</p> <p><i>How should dislocated workers who are still employed at registration be reported?</i></p> <p>Leave blank until qualifying dislocation takes place and then record the actual dislocation date.</p> <p>NOTE: When determining preprogram quarters for performance measurement, the registration date will be used instead of the dislocation date when the dislocation date is missing or occurs after the registration date.</p>
	<b>Additional Individual Information Needed For Youth</b>							Items 126 to 131 are for individuals served by the youth program.
126	<i>Homeless individual and/or a runaway youth</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	<p>An individual who lacks a fixed, regular, adequate night time residence; and any individual who has a primary night time residence that is a publicly or privately operated shelter for temporary accommodation; an institution providing temporary residence for individuals intended to be institutionalized; or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings. Also includes a runaway youth.</p> <p>NOTE: Does not include a person imprisoned or detained under an Act of Congress or State law.</p>
127	<i>Offender</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	<p>An individual:</p> <p>(1) who is or has been subject to any stage of the criminal justice process, for whom services under WIA may be beneficial; or</p> <p>(2) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.</p>
128	<i>Pregnant or parenting youth</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	<p>An individual who is under 22 years of age and who is pregnant, or a youth (male or female) who is providing custodial care for one or more dependents under age 18.</p>
129	<i>Youth who needs additional assistance</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	<p>A youth, aged 14-21, who requires additional assistance to complete an educational program, or to secure and hold employment as defined by State or local policy. If the State Board defines a policy, the policy must be included in the State Plan.</p>

130	<i>Education status at time of registration</i> 1 = Student, H.S. or less 2 = Student, attending post-H.S. 3 = Not attending school; H.S. dropout 4 = Not attending school; H.S. graduate					<input type="checkbox"/>	<input type="checkbox"/>	1. The individual has not received a secondary school diploma or its recognized equivalent and is attending any school (including elementary, intermediate, junior high school, secondary or postsecondary, or alternative school or program whether full or part-time), or is between school terms and intends to return to school. 2. The individual has received a secondary school diploma or its recognized equivalent and is attending a postsecondary school or program (whether full or part-time), or is between school terms and intends to return to school. 3. The individual is no longer attending any school and has not received a secondary school diploma or its recognized equivalent. 4. The individual is not attending any school and has either graduated from high school or holds a GED.
131	<i>Basic literacy skills deficiency (as defined in §664.205)</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	The individual meets the State or local level definition of basic literacy skills deficient. This definition may establish such criteria as are needed to address State or local concerns, and must include a determination that an individual: (1) computes or solves problems, reads, writes, or speaks English at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test; or (2) is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family or in society. (3) (4) In cases where the State Board establishes State policy on this criterion, the policy must be included in the State plan. (WIA sections 101(13)(C)(i), 101(19) and section 112(b)(18)(A)) (5) (6) Note: Grade level scores below 9.0 (e.g., 8.9) should be considered as at or below the 8 <sup>th</sup> grade level.

	<b>SECTION II - ACTIVITY AND SERVICES INFORMATION</b>							Items 302, 303, and 333 are used to calculate performance on WIA core indicators.
301	ETA-assigned Local Board/Statewide code 00000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Example for State with FIPS code 36 (New York):</p> <p>For federal funds sent to States for use at the local area:</p> <p>Adults - 36005, 36010, 36015, etc.</p> <p>Youth - 36005, 36010, 36015, etc.</p> <p>Dislocated Workers - 36005, 36010, 36015, etc.</p> <p>For federal funds sent to States for statewide (15%) activities:</p> <p>Statewide activities (Youth, displaced homemakers, incumbent workers, other) - 36903</p> <p>Rapid Response (including additional assistance) - 36902</p> <p>National Emergency Grant - 36901</p> <p>NOTE: If the individual was served by the local area and also by other non-local funds (e.g., statewide funds or a national emergency grant), record the code for the Local Board and not one of the special codes specified above.</p> <p>NOTE: If the individual was jointly served by two or more local areas, record the code for the local area in which the individual resides. This instruction is not intended to determine how the state measures performance for these local areas.</p> <p><i>Will ETA use the same codes for WIA as were used for JTPA?</i></p> <p>A Local Board code will be the same as the JTPA SDA code if there is no change in the geographic area.</p>

302	Date of WIA title I-B registration YYYYMMDD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>When must the individual be registered?</i>          Registration is the process for collecting information to support a determination of eligibility. This information may be collected through methods that include electronic data transfer, personal interview, or an individual's application. Adults and dislocated workers who receive services funded under title I other than self-service or informational activities must be registered and determined eligible. (20 CFR 663.105(a) and (b), 65 FR49403, August 11, 2000)</p> <p>All youth participants must be registered. Thus, youth must be registered when they start to receive any youth services. (20CFR 664.215, 65 FR 49412, August 11, 2000)</p> <p><i>What date should be recorded as the registration date?</i>          The registration date should be the date of the first WIA title I-B service (other than informational or self-service activities for adults and dislocated workers).</p> <p><i>Which adult and dislocated worker core services are informational or self-service and, thus, do not require registration?</i>          Self-service and informational activities are those core services that are made available and accessible to the general public, that are designed to inform and educate individuals about the labor market and their employment strengths, weaknesses, and the range of services appropriate to their situation, and that do not require significant staff involvement with the individual.</p> <p><i>What are examples of core services that would require registration?</i>          Core services requiring registration include:</p> <div style="margin-left: 20px;"> <input type="checkbox"/> Staff-assisted job search and placement assistance, including career counseling;  <input type="checkbox"/> Staff-assisted job referrals (such as testing and background checks);  <input type="checkbox"/> Staff-assisted job development (working with employer and job-seeker);          and  <input type="checkbox"/> Staff-assisted workshops and job clubs.  <input type="checkbox"/>  <input type="checkbox"/> </div> <p>See Appendix C for additional guidance in categorizing services.</p>
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303	<i>Date of WIA exit</i> YYYYMMDD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The last date on which WIA title I or partner services, excluding follow-up services, were received by the individual. There are two ways to determine exit: 1. a participant who has a date of case closure, completion or known exit from WIA-funded or non-WIA funded partner services within the quarter (hard exit); or 2. a participant who does not receive any WIA-funded or non-WIA funded partner services for 90 days and is not scheduled for future services except follow-up services (soft exit).</p> <p>Participants who have a planned gap in service of greater than 90 days should not be considered as exited if the gap in service is due to a delay before the beginning of training or a health/medical condition that prevents an individual from participating in services. Service providers should document any gap in service that occurs and indicate the reason for the gap in service. Participants who exit from services because they are incarcerated, deceased or have a health/medical condition that prevents the individual from participating in services, should be excluded from the measures. Once a participant has not received any WIA-funded or partner-funded services, except follow-up services, for 90 days, and there is no planned gap in service or the planned gap in service is for reasons other than those specified above, that participant has exited WIA for the purposes of measurement in 15 of the 17 core measures (the younger youth skill attainment rate and employer customer satisfaction measures are not based on exit).</p> <p><i>How should gaps in service be documented?</i></p> <p>State and local programs should document any gap over 90 days and indicate the reason for the gap in service.</p> <p><i>May an individual be exited when WIA title I-B services are over, but partner services continue?</i></p> <p>Receipt of partner services called for in the WIA service plan can extend the exit date, which triggers measurement of outcomes. However, the person should exit from WIA when the services in the WIA service plan are finished, even if other partner services continue. Thus, a 'hard' exit may be recorded whenever the service plan is finished.</p>
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	<b>WIA title I-B Participation</b>							Items 304-313 are used to identify individuals served by one or more of the WIA title I-B funds.
304	<i>Adult (Local)</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>					Services to adults provided by funds allocated to local areas under WIA section 133(b)(2)(A)
305	<i>Dislocated Worker (Local)</i> 1 = Yes 2 = No			<input type="checkbox"/>	<input type="checkbox"/>			Services to dislocated workers provided by funds allocated to local areas under WIA section 133(b)(2)(B)
306	<i>Youth (Local)</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	Services to youth provided by funds allocated to local areas under WIA section 128(b).
307	<i>Youth [Statewide (15%) Activities]</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	WIA section 134(a) NOTE: This item need not be recorded as 'yes' if the individual is served by a local area with statewide funds passed down from the state to the local area.
308	<i>Displaced Homemaker [Statewide (15%) Activities]</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	WIA section 134(a)(3)((A)(vi)(I) NOTE: This item need not be recorded as 'yes' if the individual is served by a local area with statewide funds passed down from the state to the local area.
309	<i>Incumbent Worker [Statewide (15%) Activities]</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WIA section 134(a)(3)((A)(iv)(I) NOTE: This item need not be recorded as 'yes' if the individual is served by a local area with statewide funds passed down from the state to the local area. NOTE: Individuals served only with these funds should not be reported.
310	<i>Other [Statewide (15%) Activities]</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Record yes if activities (i.e., adult or dislocated worker activities) funded with State 15% reserve funds are provided to individuals eligible for WIA title I-B services, except for youth activities, displaced homemaker activities and incumbent worker activities. (WIA section 134(a)(3)(A)(viii)) NOTE: This item need not be recorded as 'yes' if the individual is served by a local area with statewide funds passed down from the state to the local area.
311	<i>Rapid Response</i> 1 = Yes			<input type="checkbox"/>	<input type="checkbox"/>			An individual who participated in rapid response activities authorized at WIA section 134(a)(2)(A)(i). These activities could occur prior to or subsequent to registration.
312	<i>Rapid Response - Additional Assistance</i> 1 = Yes 2 = No			<input type="checkbox"/>	<input type="checkbox"/>			An individual who participated in a program funded by the State under WIA section 134(a)(2)(A)(ii). Note: This item need not be recorded as 'yes' if the individual is served by a local area with funds passed down from the State to the local area.



313a	<i>National Emergency Grant</i> 0000 = Project I.D. Number (see special instructions for recording individuals served by more than one National Emergency Grants and/or National Reserve Account Grants)			<input type="checkbox"/>	<input type="checkbox"/>			<p>WIA title I-D, section173</p> <p>Record the four digits of the original Project I.D. Number assigned to the National Emergency Grant. (For example, an Utah projects may be numbered UT-02, so the WIASRD entry would be UT02.) Leave blank if none of the individual's services were participated in services provided by a National Emergency Grant.</p> <p><i>What if additional Project I.D. Numbers are assigned to the same project?</i> Continue to use the project's original Project I.D. Number.</p> <p><i>What if an individual is coenrolled in two or more National Emergency Grants?</i> Record the Project I.D. Number for the first grant in which the individual participated in Item 312a. Then record the Project I.D. Number for the second grant in which the individual participated in Item 312b. Then record the Project I.D. Number for the third grant in which the individual participated in Item 312c. If the individual participated in more than three grants, record only the first three grants. Only one WIASRD record should submitted.</p> <p><i>What if an individual participated in one or more JTPA National Reserve Account (NRA) Grant?</i> Record the 4-digit Grant Number which is made up of the last four digits of the original Notice of Obligation (NOO) Number assigned to the project (e.g., if the NOO number is 41-95-02, the WIASRD entry is 9502). If additional NOO Numbers are assigned to the same project due to increasing the funds for the project, participants should continue to be enrolled in the project's original NOO number. Only one WIASRD record should be submitted.</p> <p><i>What if an individual participated in both NRA and NEG grants?</i> Record up to three NRA and NEG numbers using the conventions described above. Only one WIASRD record should be submitted.</p>
313b	<i>Second National Emergency Grant</i> 0000 = Project I.D. Number							
313 c	<i>Third National Emergency Grant</i> 0000 = Project I.D. Number							

	<b>WIA Partner Program Participation</b>						<p>The WIASRD is designed to provide States and local areas the opportunity to track and report on services that WIA title I-B participants receive from partner programs. While tracking and reporting services is optional, it can be advantageous because receipt of tracked partner services can be used to avoid 'soft' exits under WIA title I-B.</p> <p>For example, an individual might be registered for WIA title I-B and receive some services and go on to receive adult literacy services from WIA title II. If WIA title II services are not tracked, the exit date occurs when WIA title I-B services are finished. If WIA title II services are tracked and reported, then (1) the individual is defined as an exiter from WIA title I-B if there are neither WIA title I-B nor WIA title II services for 90 days and (2) the exit date is the last date on which either WIA title I-B services or WIA title II services were received.</p> <p><i>What partner services may be tracked and reported?</i> Record only those programs that fund activities coordinated with the individual's WIA title I-B activities, possibly through a formal coenrollment, by inclusion in the individual's WIA service plan or through follow-up services. Do not report partner services that the individual obtains on his/her own or that are not coordinated with the individual's WIA title I-B activities.</p> <p><i>Can all partner services be used to extend the exit date?</i> The only partner services that can extend the exit date are those services that would extend the exit date if they were funded by WIA title I-B. These include services that would qualify under WIA as core services (other than informational or self-service), intensive services, training services, or youth activities (except for follow-up services). They also include similar employment and training activities, such as Adult Literacy Training. They do not include services that provide income support (e.g., Food Stamps, TANF grants, Unemployment Compensation). Services should be recorded cumulatively. A yes should be recorded for each source of service. Partner services received before WIA registration may be reported if known. Do not report sources that funded only core services classified as informational or self-service. NOTE: When partner services are tracked and reported, receipt of partner services can be counted just like WIA services when determining the exit date.</p>
314	<i>Adult Education</i> 1 = Yes						WIA title II Leave blank if the answer is 'no' or the answer is not known.
315	<i>Job Corps</i> 1 = Yes						WIA title I-C Leave blank if the answer is 'no' or the answer is not known.
316	<i>Migrant &amp; Seasonal Farmworker Programs</i> 1 = Yes						WIA title I-D, section 167 Leave blank if the answer is 'no' or the answer is not known.
317	<i>Native American Programs</i> 1 = Yes						WIA title I-D, section 166 Leave blank if the answer is 'no' or the answer is not known.

318	<i>Veterans' Programs</i> 1 = Yes, labor exchange 2 = Yes, VWIP						1. Services provided by DVOP/LVER (WIA section 121(b)(1)(B)(ix)) 2. Provided training services under WIA section 168 Leave blank if the answer is 'no' or the answer is not known.
319	<i>Trade Adjustment Act (TAA)</i> 1 = Yes						Services funded by the Trade Adjustment Act (WIA section 121(b)(1)(B)(viii)) Leave blank if the answer is 'no' or the answer is not known.
320	<i>NAFTA-TAA</i> 1 = Yes						Services funded by NAFTA-TAA (WIA section 121(b)(1)(B)(viii)) Leave blank if the answer is 'no' or the answer is not known.
321	<i>Vocational Education</i> 1 = Yes						Services funded by Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471) (WIA section 121(b)(1)(B)(vii)) Leave blank if the answer is 'no' or the answer is not known.
322	<i>Vocational Rehabilitation</i> 1 = Yes						Programs authorized under parts A and B of title I of the Rehabilitation Act of 1973 (29 USC 720 et seq.), WIA title IV, and section 121(b)(1)(B)(iv) Leave blank if the answer is 'no' or the answer is not known.
323	<i>Wagner-Peyser Act</i> 1 = Yes						Services funded under the Wagner-Peyser Act (29 USC 49 et seq.) WIA section 121 (b)(1)(B)(ii) Leave blank if the answer is 'no' or the answer is not known.
324	<i>Welfare-to-Work Participant</i> 1 = Yes						As described in 20 CFR Part 645 (WIA section 121(b)(1)(B)(v)) Leave blank if the answer is 'no' or the answer is not known.
325	<i>Employment and Training programs carried out under The Community Services Block Grant Act</i> 1 = Yes						42 U.S.C. 9001 et seq. (WIA section 121(b)(1)(x)) Leave blank if the answer is 'no' or the answer is not known.
326	<i>Employment and Training programs carried out by The Dept. of Housing and Urban Development</i> 1 = Yes						Any employment and training services funded by the Department of Housing and Urban Development (WIA section 121(b)(1)(B)(xi)) Leave blank if the answer is 'no' or the answer is not known.
327	<i>Title V activities</i> 1 = Yes						Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.) (WIA section 121 (b)(1)(B)(vi)) Leave blank if the answer is 'no' or the answer is not known.
328	<i>Employment and training services related to Food Stamps</i> 1 = Yes						Record 'yes' if the individual receives employment and training services from the Food Stamps program or was referred by the Food Stamps program to WIA for employment and training services. (WIA section 121(b)(2)(B)(iii)) Leave blank if the answer is 'no' or the answer is not known. NOTE: This item is not intended to record receipt of Food Stamps.
329	<i>Other non-WIA programs</i> 1 = Yes						Any non-WIA program not listed above that provided the individual with services authorized under WIA. Record only those programs that fund activities coordinated with the individual's WIA title I activities, possibly through a formal coenrollment, by inclusion in the individual's WIA service plan, or through follow-up services. Leave blank if the answer is 'no' or the answer is not known.
330	<i>Supportive services (except needs-related payments) received</i> 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This item only applies to individuals who received WIA title I-B-funded supportive services. (WIA sections 101(46) and 134(e)(2))  For adults and dislocated workers, supportive services include services such as transportation, child care, dependent care, and housing that are necessary to

							<p>enable an individual to participate in activities authorized under WIA title I, consistent with the provisions of WIA title I. Needs-related payments, although categorized by the Act as supportive services, should not be reported in this item because they are reported separately.</p> <p>Supportive services for youth, as defined in WIA section 101(46), may include linkages to community services; assistance with transportation; assistance with child care and dependent care; assistance with housing; referrals to medical services; and assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear. (20CFR 664.440, 65 FR 49413, August 11, 2000)</p>
331	<i>Needs-related payments (Adults/Dislocated Workers in training services) or stipends (Youth in training)</i> 1 = Yes 2 = No		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<p>This item only applies to individuals who received WIA title I-B-funded needs related payments.</p>

	<b>Items for Adults and Dislocated Workers Receiving Intensive and Training Services</b>						All appropriate WIA title I-B services should be recorded below. When receipt of partner services is recorded above, the appropriate activity below should also be checked. Partner services received before WIA registration may be recorded if known. Thus, the dates of the first intensive and training service may be before the registration date.
332	<i>Date of first intensive service</i> YYYYMMDD		<input type="checkbox"/>		<input type="checkbox"/>		The date the individual began receiving intensive services. Leave blank if the individual did not receive intensive services.
333	<i>Date of first training service</i> YYYYMMDD		<input type="checkbox"/>		<input type="checkbox"/>		The date the individual began receiving training services. Leave blank if the individual did not receive training services.
334	<i>Established Individual Training Account (ITA)</i> 1 = Yes 2 = No		<input type="checkbox"/>		<input type="checkbox"/>		Record yes if any of the individual's services were purchased utilizing an Individual Training Account established for adults or dislocated workers and funded by WIA title I.
335	<i>Adult education, basic skills and/or literacy activities</i> 1 = Yes 2 = No		<input type="checkbox"/>		<input type="checkbox"/>		Record yes if the individual received adult education, basic skills and/or literacy skills.  NOTE: WIA section 134(d)(4)(D)(vii) stipulates that adult education and literacy activities be provided in combination with other training services, except that customized training is not a qualifying training activity to receive these services.
336	<i>On-the-job training</i> 1 = Yes 2 = No		<input type="checkbox"/>		<input type="checkbox"/>		Training by an employer that is provided to a paid participant while engaged in productive work in a job that: (A) provides knowledge or skills essential to the full and adequate performance of the job; (B) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and (C) is limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's individual employment plan. (WIA sections 101(31), 20 CFR 663.700(a) and (c), 65 FR49409, August 11, 2000)

337	Occupational skills training or skills upgrading/retraining, and/or workplace training 1 = Yes 2 = No		<input type="checkbox"/>		<input type="checkbox"/>		<p>Include the receipt of the following types of services in this category:</p> <p><input type="checkbox"/> Occupational skills training, including training for nontraditional employment;</p> <p><input type="checkbox"/> Programs that combine workplace training with related instruction, which may include cooperative education programs;</p> <p><input type="checkbox"/> Training programs operated by the private sector;</p> <p><input type="checkbox"/> Skill upgrading and retraining;</p> <p><input type="checkbox"/> Entrepreneurial training;</p> <p><input type="checkbox"/> Job readiness training; and</p> <p><input type="checkbox"/> Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.</p>
<input type="checkbox"/>	<input type="checkbox"/> Items for Adults, Dislocated Workers, and Youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> 38	Occupational skills training code 000000000		<input type="checkbox"/>		<input type="checkbox"/>		<p>The 6 digit Standard Occupational Classification (SOC) code, 8 digit O*Net 3.0 Code, 9-digit DOT code, the 5-digit OES code, or the 5 or 6-digit O*NET code that best describes the training occupation for adults and dislocated workers who received on-the-job training or occupational skills training and youth who received employment services related to a specific occupation. If the participant received classroom occupational skills training, any of these or the 6-digit CIP code that best describes the training should be recorded. If training was provided for more than one occupation, record the code for the last significant occupational training.</p> <p>Note: Occupation codes should be recorded without including hyphens or periods.</p> <p>The occupation code should be reported for individuals receiving occupational skills training, on-the-job training, or youth employment services, if appropriate. If no specific occupational skills training was received, record 999999999.</p>
339	Occupational skills training code type		<input type="checkbox"/>		<input type="checkbox"/>		The type of code used to report item 338.

	1 = 6 digit SOC code 2 = 8 digit O*Net 3.0 Code 3 = 6-digit CIP code(classroom training only) 4 = 9-digit DOT code 5 = 5-digit OES code 6 = 5 or 6-digit O*Net98 code 0 = None							NOTE: The use of SOC, O*NET 3.0, or CIP codes is encouraged as the DOT and OES code systems will be phased out.
	<b>Youth Services</b>							

  

340	<i>Educational achievement services</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	Educational achievement services include, but are not limited to:  <input type="checkbox"/> tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies; and
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<input type="checkbox"/> 41	<i>Employment services</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	Preparation for and success in employment services include, but are not limited to:  <input type="checkbox"/> aid and unpaid work experiences, including internships, and job shadowing; and  <input type="checkbox"/> occupational skill training.
<input type="checkbox"/> 42	<i>Received summer youth employment opportunities</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	Record yes for youth who received summer employment opportunities.

  

343	<i>Additional support for youth services</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	Supports for youth services include, but are not limited to: <input type="checkbox"/> Adult mentoring for a duration of at least twelve (12) months, that may occur both during and after program participation; <input type="checkbox"/> Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.
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<input type="checkbox"/> 44	<i>Leadership development opportunities</i> 1 = Yes 2 = No					<input type="checkbox"/>	<input type="checkbox"/>	Leadership development opportunities are opportunities that encourage responsibility, employability, and other positive social behaviors such as: (a) Exposure to postsecondary educational opportunities; (b) Community and service learning projects; (c) Peer-centered activities, including peer mentoring and tutoring; (d) Organizational and team work training, including team leadership training; (e) Training in decision-making, including determining priorities; and (f ) Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources.
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345	<p><i>Received follow-up services</i></p> <p>1 = Yes received 12 months of follow up services</p> <p>2 = No, did not receive 12 months of follow up services</p>					<input type="checkbox"/>	<input type="checkbox"/>	<p>Follow-up services for youth may include: the leadership development and supportive service activities listed in sections 664.420 and 664.440; regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise; assistance in securing better paying jobs, career development and further education; work-related peer support groups; adult mentoring; and tracking the progress of youth in employment after training. (WIA section 129(c)(2)(I), 20 CFR 664.450(a) 65 FR 49414 August 11, 2000)</p> <p>NOTE: Leave this item blank if the youth has not exited or has exited and is still receiving follow-up services, but has not yet received 12 months of follow-up services.</p> <p>NOTE: If a youth reenrolls in WIA within 12 months of exit, record 1 for 'yes' if follow-up services were provided throughout the period from exit to reenrollment.</p>
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	<b>SECTION IIIA - PROGRAM OUTCOMES FOR ADULTS (18 and over), DISLOCATED WORKERS AND OLDER YOUTH (19-21)</b>						These outcomes are for all persons receiving adult services (who are individuals 18 and over), dislocated workers and for older youth (19-21 at registration) receiving youth services.
	Outcomes are keyed to the <i>exit quarter</i> (not a reporting item).						Definition: The <b>Exit Quarter</b> is the quarter in which the exit date (Item 303) takes place. This exit date is the last date of WIA funded or partner funded services received (except follow-up services).
601	<i>Employed in quarter after exit quarter</i> 1 = Yes 2 = No 3 = Individual has exited but employment information is not yet available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The individual should be considered as employed if wage records for the quarter after exit show earnings greater than zero. Wage records will be the primary data source for tracking employment in the quarter after exit.</p> <p>If individuals are not found in the wage records, States may use supplemental data sources.</p> <p>Code 3 may be used if the State has not yet matched with wage records for the appropriate quarter or the 30-day period to collect supplemental data has not expired.</p> <p>See Item 602 for a description of acceptable supplemental data sources.</p> <p>When supplemental sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.</p>

602	<p><i>Source of supplemental data</i>  1= Case management, follow-up services, surveys of participants, and/or verification with the employer.  2= Record sharing and/or automated record matching with administrative records</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<p>Leave this item blank if wage records were used to report Item 601. While the majority of employment in a State's workforce will be "covered" in the UI wage records, certain types of employers and employees are excluded by Federal standards or are not covered under a State's UI law. "Uncovered" employment typically includes Federal employment, postal service, military, railroad, self employment, some agricultural employment, and employment where earnings are primarily based on commission. States have flexibility in choosing the methods used to obtain information on participants in "uncovered" employment. Examples include:</p> <p>1) Case management, follow-up services, and surveys of participants to determine that the participant are employed; or</p> <p>2) Record sharing and/or automated record matching with other employment and administrative databases to determine employment. These databases include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Office of Personnel Management (Federal Career Service);</li> <li>• United States Postal Service;</li> <li>• Railroad Retirement System;</li> <li>• State Department of Revenue or Tax (State income tax for self-reported occupations);</li> <li>• U.S. Department of Defense; and</li> <li>• Government Employment Records (State government, local government, judicial employment, public school employment, etc.).</li> </ul> <p>Note: Data from these sources that provides information on quarterly earnings should be considered as wage record information, not as supplemental data.</p>
	<b>Employment Information</b>							<p>The information in Items 603 to 607 should be recorded if the individual is reported as employed in the quarter after exit (Item 601). This information can be based on any job held after exit. It is not necessarily the same job recorded in Item 601.</p> <p>This information can be based on information derived from case management, follow-up services or other sources. It is not necessary to wait until information on Item 601 (employed in quarter after exit) is available before collecting this information.</p>

603	Occupational code (if available) 000000000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The occupational code that best describes the individual's employment. Occupation can be recorded using 6-digit Standard Occupational Classification (SOC) codes, 8 digit O*Net 3.0 codes, 9-digit DOT codes, 5-digit OES codes or 5- or 6-digit O*Net98 codes.</p> <p>The occupation code should be reported if an occupation code was obtained for the job.</p> <p>Note: Occupation codes should be recorded without including hyphens or periods.</p>
604	Occupational code type 1 = 6 digit SOC code 2 = 8 digit O*Net 3.0 Code 4 = 9-digit DOT code 5 = 5-digit OES code 6 = 5 or 6-digit O*Net98 code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The type of occupation code used for Item 603.</p> <p>NOTE: The use of SOC or O*NET 3.0 codes is encouraged as the DOT and OES code systems will be phased out.</p>
605	Entered training-related employment 1 = Yes 2 = No 8 = Training did not impart job-specific skills 9 = Relationship of employment to training cannot be determined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Training-related employment is employment in which the individual uses a substantial portion of the skills taught in the training received by the individual. Leave blank if the individual did not receive training services.</p> <p>Code 8 may be used for training that did not impart job-specific skills, such as job readiness training.</p>
606	Method used to determine training-related employment 1 = Comparison of the occupation codes between the training activity and the job 2 = Comparison of the industry of employment with the occupation of training using an appropriate crosswalk 3 = Other appropriate method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Training-related employment may be determined by any appropriate method or methods selected by the State, including comparison of the occupation of employment with the occupation of training, comparison of the industry of employment with the occupation of training using valid crosswalks, by a comparison of the job's activities with the skills taught in the training program, or other method.</p> <p>Leave blank if the individual did not receive training services.</p>
607	Entered non-traditional employment 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Employment in an occupation or field of work for which individuals of the participant's gender comprise less than 25% of the individuals employed in such occupation or field of work (WIA section 101(26)).</p> <p>Nontraditional employment can be based on either local or national data. Appendix D provides national information that, at the State's option, can be used to determine nontraditional employment from the occupation code.</p> <p>Can males enter nontraditional employment?</p> <p>Both males and females can be in nontraditional employment.</p>

608	<p><i>Employed in third quarter after exit quarter</i>  1 = Yes  2 = No  3 = Individual has exited but employment information is not yet available</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Wage records will be the primary data source for tracking employment in the third quarter after exit. If individuals are not found in the wage records, States may use supplemental data sources.</p> <p>Code 3 may be used if the State has not yet matched with wage records for the appropriate quarter or the 30-day period to collect supplemental data has not expired.</p> <p>See Item 602 for a description of acceptable supplemental data sources.</p> <p>When supplemental sources are used, individuals should be counted as employed if, in the third calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.</p>
609	<p><i>Source of supplemental data</i>  1= Case Management, follow-up services, surveys of participants and/or verification with the employer.  2= Record sharing and/or automated record matching with administrative records</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Leave this item blank if wage records were used to report Item 608.  See Item 602 for definitions</p>
610	<p><i>Employed in fifth quarter after exit quarter</i>  1 = Yes  2 = No  3 = Individual has exited but employment information is not yet available</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Wage records will be the primary data source for tracking employment in the fifth quarter after exit. If individuals are not found in the wage records, States may use supplemental data sources.</p> <p>See Item 602 for a description of acceptable supplemental data sources.  When supplemental sources are used, individuals should be counted as employed if, in the fifth calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.</p>
611	<p><i>Source of supplemental data</i>  1= Case Management, follow-up services, surveys of participants and/or verification with the employer.  2= Record sharing and/or automated record matching with administrative records</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Leave this item blank if wage records were used to report Item 610.</p> <p>See Item 602 for information regarding the use of supplemental data.</p>

	<b>Total earnings from wage records for the:</b>						<p>The total earnings in the quarter as determined from wage records. Wage record information can be obtained from the State, other States, other entities maintaining wage record systems, or from Wage Record Interchange System (WRIS). Earnings from all employers of the individual should be summed.</p> <p><i>What if the individual appears in several different wage record systems (e.g., systems in two different States)?</i></p> <p>Earnings from these different sources of wage records should be summed for each quarter.</p> <p>NOTE: The State is required to access these data from its own wage record system; accessing data from other wage record systems is optional, but recommended.</p> <p>NOTE: States should not wait until exit to obtain preprogram data because preprogram earnings data may not be easily available at exit for individuals with long periods of participation. Instead, States should obtain preprogram data as soon after registration as the data become available and reasonably complete.</p>
612	<i>Third quarter prior to registration</i> 00000.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total earnings in the third quarter before registration for adults, older youth, and dislocated workers without a dislocation date before the registration date. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00. Leave this item blank if it does not apply.</p>
613	<i>Third quarter prior to dislocation</i> 00000.00			<input type="checkbox"/>	<input type="checkbox"/>		<p>Earnings in the third quarter before dislocation for dislocated workers. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00. Leave this item blank if it does not apply.</p> <p>Record Item 612 for dislocated workers without a dislocation date before the registration date. Note: Item 612 must also be recorded for dislocated workers served with both dislocated worker and adult funds.</p>
614	<i>Second quarter prior to registration</i> 00000.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total earnings in the second quarter before registration for adults, older youth, and dislocated workers without a dislocation date before the registration date. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00. Leave this item blank if it does not apply.</p>

615	<i>Second quarter prior to dislocation</i> 00000.00			<input type="checkbox"/>	<input type="checkbox"/>			Earnings in the second quarter before dislocation for dislocated workers. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00. Leave this item blank if it does not apply.  Record Item 614 for dislocated workers without a dislocation date before the registration date.  NOTE: Item 614 must also be recorded for dislocated workers served with both dislocated worker and adult funds.
616	<i>First quarter following the exit quarter</i> 00000.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00.
617	<i>Second quarter following the exit quarter</i> 00000.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00.
618	<i>Third quarter following the exit quarter</i> 00000.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00.
619	<i>Fourth quarter following the exit quarter</i> 00000.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00.
620	<i>Fifth quarter following the exit quarter</i> 00000.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over \$99,998.00.

621	<p><i>Type of recognized educational/ occupational certificate/credential/ diploma/degree attained</i></p> <p>1 = High school Diploma/ Equivalency/GED  2 = AA or AS Diploma/Degree  3 = BA or BS Diploma/Degree  4 = Occupational Skills License  5 = Occupational Skills Certificate or Credential  6 = Other  8 = No credential received, individual received training.  9 = N/A, individual did not receive training</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A credential is defined as any nationally recognized degree or certificate or a State/locally recognized credential. Credentials will include, but are not limited to a high school diploma, GED or other recognized equivalents, postsecondary degrees, recognized skills standards, licensure, apprenticeship or industry recognized certificates. States should include all State Education Agency recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.</p> <p>Credential must be obtained either during participation or by the end of the third quarter after exit from services (other than follow-up services).</p> <p><i>How should the credential information be obtained?</i></p> <p>States and localities have flexibility in choosing the methods used to collect data on credential. Examples of methods include: 1) case management, follow-up services, and surveys of a participant to determine that the individual received a credential or 2) record sharing and/or automated record matching with administrative/other databases to determine that the participant has received a credential.</p>
622	<p><i>Other reasons for exit</i></p> <p>1 = Institutionalized  2 = Health/medical  3 = Deceased</p> <p>8 = Reservists called to active duty who choose not to return to WIA</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Institutionalized: The participant is residing in an institution or facility providing 24-hour support such as a prison or hospital and is expected to remain in that institution for at least 90 days.</p> <p>Health/medical: The participant is receiving medical treatment that precludes entry into unsubsidized employment or continued participation in WIA. Does not include temporary conditions expected to last for less than 90 days.</p> <p>Note: States may define and use additional codes for this item.</p>

623	<i>In postsecondary education or advanced training in quarter after exit</i> 1 = In advanced training 2 = In postsecondary education 3 = Not in further training/education							<div data-bbox="1081 157 1115 180" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1123 157 2066 212" data-label="Text"> <p>The individual was enrolled in advanced training or post-secondary education in the first quarter after exit including:</p> </div> <div data-bbox="1123 219 1157 241" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1123 248 2066 492" data-label="Text"> <p>Advanced training is an occupational skills employment/training program, not funded under WIA title I, which does not duplicate training received under WIA title I. Training that leads to an academic degree (e.g., AA, AS, BA, BS) should be categorized as post-secondary education and not reported as advanced training. Advanced training may be provided by a One-Stop partner following the exit of the registrant from WIA. Advanced training does not include training funded partially or wholly with WIA funds. An example of advanced training is a community college program that does not lead to an advanced degree.</p> </div> <div data-bbox="1123 498 1157 521" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1123 527 2066 649" data-label="Text"> <p>Post-secondary education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree as post-secondary education.</p> </div> <div data-bbox="1123 656 1157 678" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1123 685 1157 708" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1123 714 2066 782" data-label="Text"> <p>The following methodologies can be used to determine whether youth are in postsecondary education or advanced training:</p> </div> <div data-bbox="1123 789 1157 812" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1123 818 2066 878" data-label="Text"> <p>) Case management, follow-up services, and surveys of the participant to determine if the youth is in postsecondary education or advanced training; or</p> </div> <div data-bbox="1123 885 1157 907" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1123 914 1157 937" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1123 943 2066 1071" data-label="Text"> <p>) Record sharing agreements and/or automated record matching with administrative/other databases to determine that the participant has been placed in postsecondary education or advanced training. These databases include, but are not limited to:</p> </div> <div data-bbox="1123 1078 1157 1101" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1207 1107 1772 1138" data-label="Text"> <p>- State Board Governing Community Colleges;</p> </div> <div data-bbox="1123 1144 1157 1167" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1207 1174 1663 1205" data-label="Text"> <p>- State Board Governing Universities;</p> </div> <div data-bbox="1123 1211 1157 1234" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1207 1240 1591 1271" data-label="Text"> <p>- State Education Associations;</p> </div> <div data-bbox="1123 1278 1157 1300" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1207 1307 1860 1338" data-label="Text"> <p>- Integrated Postsecondary Education Reporting Unit;</p> </div> <div data-bbox="1123 1344 1157 1367" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1207 1373 1669 1404" data-label="Text"> <p>- Higher Education Planning Unit; and</p> </div> <div data-bbox="1123 1411 1157 1433" data-label="Form"><input type="checkbox"/></div> <div data-bbox="1207 1440 1596 1471" data-label="Text"> <p>- Training Institutions/Providers.</p> </div>
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							<input type="checkbox"/> <input type="checkbox"/> ost States will likely utilize case management, follow-up services, and surveys of participants. Some States already have record sharing and/or automated matching systems in place that they will be able to use to track outcomes.
624	<i>In postsecondary education or advanced training in the third quarter after exit.</i> 1 = In advanced training 2 = In postsecondary education 3 = Did not enter further training						<input type="checkbox"/> The individual was enrolled in advanced training or post-secondary education in the third quarter after exit including: <input type="checkbox"/> dvanced training is an occupational skills employment/training program, not funded under WIA title I, which does not duplicate training received under WIA title I. Training that leads to an academic degree (e.g., AA, AS, BA, BS) should be categorized as post-secondary education and not reported as advanced training. Advanced training may be provided by a One-Stop partner following the exit of the registrant from WIA. Advanced training does not include training funded partially or wholly with WIA funds. An example of advanced training is a community college program that does not lead to an advanced degree. <input type="checkbox"/> ost-secondary education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree as post-secondary education. <input type="checkbox"/> ee Item 623 for acceptable data sources.
	SECTION III B - OUTCOMES FOR YOUNGER YOUTH (Aged 14-18 at registration)						
	Skill Attainment						One goal minimum per year is required for all in-school youth and any appropriately assessed out-of-school youth who need to attain basic skills, work readiness skills, or occupational skills. A maximum of three goals per year may be set for purposes of the youth skill attainment measure. Goals should be set at the point of assessment. Additional goals may be set after assessment when called for by the youth's service strategy or when initial goals are attained - unless the three goal maximum for the year would be exceeded. See Appendix E regarding youth skill attainment goals. Also see Training and Employment Guidance Lettter 7-99.
625	Goal #1 type 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills					<input type="checkbox"/>	Setting one basic skills goal is required if the youth is basic literacy skills deficient.
626	Date goal #1 was set YYYYMMDD					<input type="checkbox"/>	The date goal was set is the date a goal was identified for the youth, except that the date of the first goal set must be recorded as the registration date.

627	<i>Attainment of goal #1</i> 1 = Attained 2 = Set, but not attained 3 = Set, but attainment pending					<input type="checkbox"/>	<p>Goal attained. Attainment of a goal is to be based on individual assessments using widely accepted and recognized measurement/assessment techniques.</p> <p>Goal set, but not attained. Goals not attained include goals whose anniversary date has passed without attainment of the goal. The anniversary date of a goal is the date one year after the date the goal was set.</p> <p>Goal set, but attainment pending. This code should not be used after exit. When the youth exits this field should be marked with a "1" or "2" for all goals that have been set.</p>
628	<i>Date attained goal #1</i> YYYYMMDD					<input type="checkbox"/>	<p>This date should normally be on or before the one-year anniversary of the date the goal is set. However, it may be later if the participant had a gap in service where he/she was placed in a hold status during which services were not received, but the participant planned to return to the program.</p>
629	<i>Goal #2 type</i> 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills					<input type="checkbox"/>	See Item 625
630	<i>Date goal #2 was set</i> YYYYMMDD					<input type="checkbox"/>	Leave blank if goal #2 not set. See Item 626 for other definitions.
631	<i>Attainment of goal #2</i> 1 = Attained 2 = Set, but not attained 3 = Set, but attainment pending					<input type="checkbox"/>	Leave blank if goal #2 not set. See Item 627 for other definitions.
632	<i>Date attained goal #2</i> YYYYMMDD					<input type="checkbox"/>	Leave blank if goal #2 not set. See Item 628 for other definitions.

633	Goal #3 type 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills					<input type="checkbox"/>	Leave blank if goal #3 not set. See Item 625 for other definitions.
634	Date goal #3 was set YYYYMMDD					<input type="checkbox"/>	Leave blank if goal #3 not set. See Item 626 for other definitions.
635	Attainment of goal #3 1 = Attained 2 = Set, but not attained 3 = Set, but attainment pending					<input type="checkbox"/>	Leave blank if goal #3 not set. See Item 627 for other definitions.
636	Date attained goal #3 YYYYMMDD					<input type="checkbox"/>	Leave blank if goal #3 not set. See Item 628 for other definitions.
637 to 672	Information on additional youth goals					<input type="checkbox"/>	Space will be provided in the record layout so that information on additional goals can be reported as needed to fully reflect goals set and attained by each youth. All goals set in the program year and the preceding program year should be reported. States should may report all goals set during the youth's period of participation.
673	Attained Secondary School Diploma 1 = Attained a secondary school (high school) diploma 2 = Attained a GED or high school equivalency diploma 3 = Attending secondary school at exit 4 = Did not attain diploma or equivalent					<input type="checkbox"/>	1. The youth attained a secondary (high school) diploma recognized by the State during enrollment or by the end of the first quarter after exit. Also include successful completion of an Individual Education Program (IEP) for youth with disabilities. 2. The youth attained a GED or high school equivalency diploma recognized by the State during enrollment by the end of the first quarter after exit. 3. The youth exited WIA services but was still attending secondary school at exit.
674	Date of high school diploma or GED attainment YYYYMMDD					<input type="checkbox"/>	The date of attainment should be the date on the diploma or equivalency certificate, if available. Otherwise, the date may be estimated.

675	<p><i>Youth placement information</i></p> <p>1 = Entered postsecondary education  2 = Entered advanced training  3 = Entered military service  4 = Entered a qualified apprenticeship  5 = Entered unsubsidized employment  6 = Did not enter 1-5 above</p>					<input type="checkbox"/>	<p>Record which of the following activities the youth entered within 1 quarter of exit. Entry into these activities may be determined through information obtained from the participant during case management and follow-up services, administrative records (including wage records, where appropriate), surveys of participants, and other similar methods. If the youth qualifies for several of these placement outcomes, record the primary outcome. For example, if the youth enters full time postsecondary education and has a part time job, record 1. Postsecondary education and advanced training are defined in Item 623.</p> <p>1 Should be recorded only if the youth started to attend classes.  2 Should be recorded only if the youth started to attend classes.  3 Should be recorded only if the youth entered military service (i.e., reported for active duty).  4 Should be recorded only if the individual entered a qualified apprenticeship program, i.e., a program approved and recorded by the ETA/Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential.  5 Should be recorded only if the youth entered full- or part-time unsubsidized employment.</p> <p>Unsubsidized employment is any employment, including self-employment, not financed by either funds provided under the Act or by direct wage subsidies provided by any type of public funds. See Item 601 for the definition of employment.</p> <p>Also include entry into the Peace Corps, VISTA and other National Service programs funded by the Federal Corporation for National and Community Service under the National and Community Service Trust Act of 1993 (Examples are activities in the AmeriCorps and the National Civilian Community Corps programs). Do not include entry into the Armed Forces or entry into a qualified apprenticeship program.</p>
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676	<p><i>Youth retention information (For all youth except those still attending secondary school at exit). Was the youth active in the third quarter following the exit quarter in any of the following activities:</i></p> <p>1= In postsecondary education  2= In advanced training  3= In military service  4= In a qualified apprenticeship  5= In unsubsidized employment  6= Was not in 1-5 above</p>					<input type="checkbox"/>	<p>Record the primary activity that the youth was in at any time during the third quarter after exit.</p> <p>See Item 623 for definitions and acceptable data sources for codes 1 (postsecondary education) and 2 (advanced training).</p> <p>See Items 601 and 602 for definitions and acceptable data sources for codes 3 (employment) and 5 (military service).</p> <p>For code 4, a qualified apprenticeship program is a program approved and recorded by the ETA/Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential. To determine whether a youth has been placed in a qualified apprenticeship, the following methods can be used:  1) Case management, follow-up services, and surveys of the participant; or  2) Record sharing agreements and/or automated record matching with the U.S. Department of Labor, Bureau of Apprenticeship and Training database to determine that the participant has been placed in a qualified apprenticeship.</p> <p>Most States will likely utilize case management, follow-up services, and surveys of participants. Some States already have record sharing and/or automated matching systems in place that they will be able to use to track outcomes.</p>
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## Appendix A (For The WIA Standardized Record Data (WIASRD))

### General Instructions

#### Due Date

For each program year beginning with Program Year 2000, final data must be submitted by December 1. These final data should correspond to the data used for the annual report.

Program Year Ending Dates	Final Record Due Dates
June 30, 2001	December 1, 2001
June 30, 2002	December 1, 2002
June 30, 2003	December 1, 2003
June 30, 2004	December 1, 2004

These records must be complete and accurate.

#### Universe

Records (or a sample of records) should be submitted for:

- ☐ All adults and dislocated workers who received core services (other than self-service or informational), intensive services or training services and have exited from WIA.
- ☐ Records for adults and dislocated workers must be submitted annually beginning with the exit year and ending with the year when the information in Section IIIA (Program Outcomes for Adults, Dislocated Workers and Older Youth) is complete. Normally the last item to become available will be Item 620 (Total earnings from wage records in the fifth quarter following the exit quarter.) This information will typically become available in the eighth quarter after exit. Thus, an individual's data will be reported for the exit year and for two post-exit years.
- ☐ All youth who received youth activities and have exited from WIA. Once a youth record is submitted, updated records must be provided in each subsequent year until all relevant outcome information is complete.
- ☐ Records for youth under age 19 at registration must be submitted annually beginning with the exit year and ending with the year when the information in both Item 345 (received follow-up services) and Section IIIB (Outcomes for youth 14-18) is complete. Normally the last information to become available will be Item 676, which relates to outcomes in the third quarter after exit. This information should normally be available to be included in the record for the sixth quarter after exit. Thus, data for an individual youth aged 14 to 18 at registration will be submitted for the exit year and for two post-exit years.
- ☐ Records for youth age 19 or over at registration must be submitted annually beginning with the exit year and ending with the year when the information in WIASRD Section IIIA (Program Outcomes for Adults, Dislocated Workers and Older

Youth) is complete. Normally, the last item to become available will be Item 620 (Total earnings from wage records in the fifth quarter following the exit quarter.) This information will typically become available in the eighth quarter after exit. Thus, an older youth's data will be submitted for the the exit year and for two post-exit years.

Included in the universe are all of the above individuals served with local funds and all individuals served with National Emergency Grants. Records are also included in the universe when a State uses 15% funds for activities that involve the enrollment of individuals eligible for title I-B services, (i.e., adult, dislocated workers, or youth activities), at the State or local level. If the statewide activities are not supporting services for eligible adults, dislocated workers or youth, records should **not** be submitted. Examples of such exceptions include activities where:

- ☐ The State is conducting a Statewide activity that does not involve direct services (e.g., research or evaluation),
- ☐ The activity is structured to provide services that are highly specialized, such as in a pilot or demonstration activity for which the State establishes separate, or its own specific goals not typically addressed in the adult, dislocated worker or youth activities, (e.g., the activities support incumbent worker training authorized under WIA section 134(a)(3)(A)(iv)(I), or a project for chemically dependent TANF recipients).

Note that if an individual is served jointly by multiple WIA title I-B funding sources/programs (e.g., youth and adult funds), **only one record should be submitted**. However, all sections relevant to each funding source/program must be completed. If the individual is served independently by multiple funding sources or local areas, separate records may be submitted.

Each annual record is to provide cumulative information on the registrant's characteristics, services, and outcomes. Thus, services information should include all services received by the participant during participation. Outcome information should be included in the record when it becomes available and continue to be transmitted in subsequent years. Information can, however, be updated or corrected in subsequent years. Self-reported information is acceptable for reporting purposes.

## Sampling Guidelines

States may send DOL samples of records instead of all records. Samples must adhere to the following guidelines:

- The universe (or sampling frame) from which the samples are to be drawn consists of all exiters in the last three complete program years. Submissions should not include individuals who terminated from JTPA. Thus, for most States, the submission due December 1, 2001 will include only PY 2000 exiters. For early implementation States, it will include only PY 2000 and PY 1999 exiters.
- Samples are to be selected randomly using generally accepted statistical sampling methods.
- The minimum sampling rate is the *larger* of:
  - 33%.
  - The rate needed to achieve a sample of 2,500 in the funding stream (adult, dislocated worker, youth) with the *smallest* number of exiters during the program year. This sampling rate equals 2,500 divided by the number of exiters from that funding stream during the program year.
- The same sampling rate must be used to select the entire sample for each program year (i.e., the sampling rate must be applied to all funding streams).

- If any funding stream has fewer than 2,500 exiters in a program year, sampling is not allowed.
- A different sampling rate may be used for each program year included in the sample. However, States having the option of applying the largest of the minimum sampling rates calculated for the three program years in the submission to all three program years.
- The samples for each of the two earliest program years in a submission may be either a new sample selected for the submission or the same sample selected for the submission made the previous year.

NOTE: Although States may submit samples of records, the data items included in the record must be collected and maintained for all individuals.

For many States, the effort involved in programming the selection of the sample will outweigh the benefits of sampling. Therefore, States are encouraged to consider whether they will achieve a net benefit from sampling before deciding to sample. States are not required to sample and may decide to routinely submit all records to DOL.

### Worksheet for Determining Minimum Sampling Rates

The following worksheet may be used to determine the required sampling rate for each program year included in the submission:

	A Number of Exiters During Program Year	B Smallest Value in Column A	C 2,500 divided by Column B	D Minimum Sampling Rate (Largest Value in Column C)
Overall minimum			33%	
Adults				
Dislocated Workers				
Youth				



A sample of a completed worksheet follows for a State with 8,000 adult exiters, 7,000 dislocated worker exiters, 4000 older youth exiters and 5,000 younger youth exiters in a program year.

	A Number of Exiters During Program Year	B Smallest Value in Column A	C 2,500 divided by Column B	D Minimum Sampling Rate (Largest Value in Column C)
Overall minimum			33%	63%
Adults	8,000	4,000	63%	
Dislocated Workers	7,000			
Youth	4,000			

For this State and program year, the funding stream with the fewest number of exiters is youth, with 4,000 exiters. Thus, 4000 is entered in Column B. The value entered in Column C is 2,500 divided by 4,000, which is 63%. Because this value is greater than 33%, the minimum sampling rate is 63% for all funding streams. This value of 63% is entered in Column D.

### **Relationship between Annual Report and Individual Records**

Please note that data provided on the individual WIA Standardized Records will not be used for purposes of performance incentives and sanctions, which will be based on aggregate data submitted by States in the Annual Report. However, we do expect the information received on the annual report to be consistent with and based on the individual record submission.

### **Data Items and Definitions**

The data items in this system and their associated definitions are designed to provide uniform information about program registration, activities and their outcomes. Although efforts have been made to make definitions consistent with those used for other purposes (e.g., other program partners), they do not in any way, reduce the Governor's authority to establish certain definitions that affect program eligibility.

Beginning on the effective date of this reporting system, Items 102 through 110 and Item 301 are to be collected and retained for all adult and dislocated worker registrants receiving services beyond informational/self-services and all youth applicants (eligible and ineligible) under the WIA title I program. This requirement is in accordance with 29 CFR Part 37, "Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998." Section 37.37(b)(1) of title 20 CFR mandates that: "Each recipient must collect such data and maintain such records, in accordance with procedures described by the Director [Director of Civil Rights], as the Director finds necessary to determine whether the recipient has complied or is complying with the nondiscrimination and equal opportunity provisions of WIA or this part. The system and format in which the records and data are kept must be designed to allow the governor and CRC [Civil Rights Center, Department of Labor] to conduct statistical or other quantifiable data analyses to verify the recipient's compliance with section 188 of WIA and this part." Section 37.37(b)(2) of title 20 CFR provides that: "Such records must include, but are not limited to, records on applicants, registrants, eligible applicants/registrants, participants, terminees, employees, and applicants for employment. Each recipient must record the race/ethnicity, sex, age, and where known, disability status, of every applicant, registrant, eligible applicant/registrant, participant, terminee [exiter], applicant for employment and employee." Finally, section 37.37(d) of title 20 CFR states that: "Where designation of individuals by race or ethnicity is required, the guidelines of the Office of Management and Budget must be used."

Data recorded on socioeconomic characteristics of registrants (Data Items 101 to 118, 123 and 124) must be based on information collected and/or

confirmed at time of registration unless otherwise indicated.

As shown in the data definitions, the required data items depend on the funding source (adult, dislocated worker, youth), on a youths' age at registration, and on the services received by adults and dislocated workers. Required items are marked with a ☐ in the relevant column: adults receiving core services (other than informational or self-service) only, adults receiving intensive or training services, dislocated workers receiving core services (other than informational or self-service) only, dislocated workers receiving intensive or training services, youth age 14 to 18 at registration, and youth age 19 to 21 at registration.

All items are optional for adults and dislocated workers receiving only core services that are classified by the State, within federal guidelines, as informational or self-service. No records are to be submitted for these individuals.

Adult items should be recorded for individuals (18 and over) served by adult program funds. Dislocated worker items should be recorded for individuals served by dislocated worker funds. Youth items should be recorded for individuals served by youth program funds. If a person is served by multiple programs, record all relevant items.

When individuals are served with statewide funds the items to be reported should be based on the characteristics of the individual and the services provided. For individuals aged under 19 at registration, items required for younger youth should be reported. For individuals aged 19 to 21 at registration who receive youth services, the items required for older youth should be reported. For individuals who are dislocated workers, the dislocated worker items are to be reported. For all other individuals age 18 or older at registration who receive adult services, the items required for adults are to be reported.

## Appendix B (For The Standardized Record Data (WIASRD))

### Campaign or Expedition Veteran

Please specify either campaign veteran or Vietnam-era Veteran for veterans of the US armed forces participating in the wars, campaigns or expeditions listed on this chart during the time frames noted below:

Armed Forces Expeditionary Medal (AFEM)	Navy Expeditionary Medals & Marine Corps Medals
<p>Berlin - Aug. 14, 1961 to Jun. 1, 1963  Bosnia (Operations Joint Endeavor, Joint Guard, and Joint Forge) - Nov. 20, 1995 to Dec. 20, 1996; Dec. 20, 1996 to present; June 21, 1998 to present  Cambodia - Mar. 29, 1973 to Aug. 15, 1973  Cambodia Evacuation - Apr. 11 - 13, 1975  Congo - Jul. 14, 1960 to Sept. 1, 1962 &amp; Nov. 23 - 27, 1964  Cuba - Oct. 24, 1962 to Jun. 1, 1963  Dominican Republic - Apr. 28, 1965 to Sept. 21, 1966  El Salvador - Jan. 1, 1981 to Feb. 1, 1992  Grenada - Oct. 23, 1983 to Nov. 21, 1983  Haiti - Sept. 16, 1994 to Mar. 31, 1995  Iraq - Jan. 1, 1997 to present  Korea - Oct. 1, 1966 to Jun. 30, 1974  Laos - Apr. 19, 1961 to Oct. 7, 1962  Lebanon - Jul. 1, 1958 to Nov. 1, 1958 and Jun. 1, 1983 - Dec. 1, 1987  Mayaguez Operation - May 15, 1975  Operations in the Libyan Area - Apr. 12 - 17, 1986  Panama - Dec. 20, 1989 to Jan. 31, 1990  Persian Gulf Operation - Jul. 24, 1987 to Aug. 1, 1990  Persian Gulf Operation - Dec. 1, 1995 to present  Persian Gulf Operation - Dec. 1, 1995 to Feb. 1, 1997  Persian Gulf Operation - Nov. 11, 1998 to Dec. 22, 1998  Persian Gulf Operation - Dec. 16, 1998 to Dec. 22, 1998  Persian Gulf Intercept Operation - Dec. 1, 1995 to present  Quemoy and Matsu Islands - Aug. 23, 1958 to Jun. 1, 1963  Somalia - Dec. 5, 1992 to Mar. 31, 1995  Taiwan Straits - Aug. 23, 1958 to Jan. 1, 1959  Thailand - May 16, 1962 to Aug. 10, 1962  Vietnam Evacuation (Operation Frequent Wind) - Apr. 29, 1975 to Apr. 30, 1975  Vietnam (including Thailand) - Jul. 1, 1958 to Jul. 3, 1965</p>	<p>Cuba - Jan. 3, 1961 to Oct. 23, 1962  Indian Ocean/Iran - Nov. 21, 1979, to Oct. 20, 1981  Iranian/Yemen/Indian Ocean - Dec. 8, 1978 to Jun. 6, 1979  Lebanon - Aug. 20, 1982 to May 31, 1983  Liberia - Aug. 5, 1990 to Feb. 21, 1991  Libyan Area - Jan. 20, 1986 to Jun. 27, 1986  Panama - Apr. 1, 1980 to Dec. 19, 1986 and Feb. 1, 1990 to Jun. 13, 1990  Persian Gulf - Feb. 1, 1987 to Jul. 23, 1987  Rwanda - Apr. 7 - 18, 1994  Thailand - May 16 - Aug. 10, 1962</p>

**Other Campaign & Service Medals**

Army Occupation of Austria - May 9, 1945 to Jul. 27, 1955

Army Occupation of Berlin - May 9, 1945 to Oct. 2, 1990

Army Occupation of Germany (exclusive of Berlin) - May 9, 1945 to May 5, 1955

Army Occupation of Japan - Sept. 3, 1945 to Apr. 27, 1952

Chinese Service Medal (Extended) - Sept. 2, 1945 to Apr. 1, 1957

Korean Service - Jun. 27, 1950 to Jul. 27, 1954

Navy Occupation of Austria - May 8, 1945 to Oct. 25, 1955

Navy Occupation of Trieste - May 8, 1945 to Oct. 25, 1954

Southwest Asia Service Medal (SWASM) (Operations Desert Shield and Desert Storm) - Aug. 2, 1990 to Nov. 30, 1995

Units of the Sixth Fleet (Navy) - May 9, 1945 to Oct. 25, 1955

Vietnam Service Medal (VSM) - Jul. 4, 1965 to Mar. 28, 1973

**This document was prepared 11/27/00. For the most current information, please check the OPM web site at <http://www.opm.gov/veterans/html/vgmedal2.htm>.**

## Appendix C (For The Standardized Record Data (WIASRD))

### Reporting Services

All WIA title I funded services should be reported except for self-service and informational activities, which are those core services that are made available and accessible to the general public, that are designed to inform and educate individuals about the labor market and their employment strengths, weaknesses, and the range of services appropriate to their situation, and that do not require significant staff involvement with the individual in terms of resources or time. (Individuals receiving only these services need not be registered.)

To encourage integration of services and recognize shared contributions toward outcomes, we will use the following strategy for tracking and reporting across WIA title I funded (WIA-funded programs) and other workforce investment partners. Once an individual has registered for WIA-funded services, programs can claim credit for outcomes on core measures attained by participants who receive non-WIA funded services (such as those offered by One-Stop and school-to-work partner programs). Some methods for tracking participants across programs include: specifying the non-WIA funded services in the individuals' service plans, coordinating services across WIA and non- WIA funded services, and providing follow-up services to individuals.

Thus, the WIASRD is designed to allow States and local areas to track and report on services that WIA title I-B participants receive from partner programs. While tracking and reporting those services is optional, it can be advantageous because partner services that are tracked and reported can be counted just like WIA services when determining the exit date. Thus, tracking and reporting partner services can help avoid 'soft' exits under WIA. For example, an individual might be registered into WIA and receive some services and go on to receive adult literacy services from WIA title II. If WIA title II services are not tracked, the exit date occurs when WIA title I-B services are finished. If WIA title II services are tracked and reported, then (1) the individual is defined as an exiter from WIA title I-B if there are neither WIA title I-B nor title II services for 90 days and (2) the exit date is the last date on which either WIA title I-B services or WIA title II services were received.

Some questions and answers regarding this optional tracking of partner services include:

*What partner services may be tracked and reported?*

Report only those programs that fund activities coordinated with the individual's WIA title I-B activities, possibly through a formal coenrollment, by inclusion in the individual's WIA service plan or through follow-up services. Do not report partner services that the individual obtains on his/her own or that are not coordinated with the individual's WIA title I-B activities.

*Can all partner services be used to extend the exit date?*

The only partner services that can extend the exit date are those services that would extend the exit date if they were funded by WIA title I-B. These include services that would qualify under WIA as core services (other than informational or self-service), intensive services, training services, or youth activities (except for follow-up services). They also include similar employment and training activities, such as Adult Literacy Training. They do not include services that provide income support (e.g., Food Stamps, TANF grants, Unemployment Compensation).

*May an individual be exited when WIA title I-B services are over, but partner services continue?*

Receipt of partner services called for in the WIA service plan can extend the exit date, which triggers measurement of outcomes. However, the person should exit from WIA when the services in the WIA service plan are finished, even if other partner services continue. Thus, a 'hard' exit may be recorded whenever the service plan is finished.

### **Core, Intensive and Training Services for Adults and Dislocated Workers**

Individuals who receive only self-service and informational activities are not to be included in the individual record submission. Self-service and informational activities are those core services that are made available and accessible to the general public, that are designed to inform and educate individuals about the labor market and their employment strengths, weaknesses, and the range of services appropriate to their situation, and that do not require significant staff involvement with the individual in terms of resources or time.

Core services which should be included for reporting purposes (and for which individuals must be registered) include:

- Staff assisted job search and placement assistance, including career counseling;
- Follow-up services, including counseling regarding the workplace;
- Staff assisted job referrals (such as testing and background checks);
- Staff assisted job development (working with employer and jobseeker); and
- Staff assisted workshops and job clubs.

Intensive services (WIA section 134(d)(3)(C), 20 CFR 663.200, 65 FR 49404, August 11, 2000) may include:

- Comprehensive and specialized assessments of skill levels and service needs including:
  - diagnostic testing and use of other assessment tools; and
  - in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
- Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals;
- Group counseling;
- Individual counseling and career planning;
- Case management for participants seeking training services;
- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training;
- Out-of-area job search assistance;
- Relocation assistance;
- Internships; and
- Work experience.

Please note: The Final Rule at 20 CFR 663.200, 65 FR 49404, August 11, 2000 provides that intensive services beyond those listed in the Act may also be provided.

Training services (WIA section 134(d)(4)(D) include:

- Occupational skills training
- On-the-job training
- Workplace training and cooperative education programs
- Private sector training programs
- Skill upgrading and retraining

- Entrepreneurial training
- Job readiness training
- Adult education and literacy training activities in combination with other training (except customized training)
- Customized training

This list is not all-inclusive and additional training services may be provided (20CFR 663, 65 FR 49404 August 11, 2000).

**Appendix D (For The Standardized Record Data (WIASRD))**  
**Information that May Be Used for Determining Non-Traditional Employment**

Nontraditional Occupations for Women and Men

<b>Standard Occupational Classification</b>		<b>Nontraditional for:</b>	
<b><u>Code</u></b>	<b><u>Occupation Title</u></b>	<b><u>Women</u></b>	<b><u>Men</u></b>
<b><u>11-0000</u></b>	<b><u>Management Occupations</u></b>		
<u>11-9110</u>	<u>Medical and Health Services Managers</u>		<u>T</u>
<b><u>13-0000</u></b>	<b><u>Business and Financial Operations Occupations</u></b>		
<b><u>15-0000</u></b>	<b><u>Computer and Mathematical Occupations</u></b>		
<b><u>17-0000</u></b>	<b><u>Architecture and Engineering Occupations</u></b>	<u>T</u>	
<b><u>19-0000</u></b>	<b><u>Life, Physical, and Social Science Occupations</u></b>		
<u>19-2042</u>	<u>Geoscientists, Except Hydrologists, and Geographers</u>	<u>T</u>	
<b><u>21-0000</u></b>	<b><u>Community and Social Services Occupations</u></b>		
<u>21-2010</u>	<u>Clergy</u>	<u>T</u>	
<b><u>23-0000</u></b>	<b><u>Legal Occupations</u></b>		
<u>23-2000</u>	<u>Legal Support Workers</u>		<u>T</u>
<b><u>25-0000</u></b>	<b><u>Education, Training, and Library Occupations</u></b>		
<u>25-2010</u>	<u>Primary and Kindergarten Teachers</u>		<u>T</u>
<u>25-2020</u>	<u>Elementary and Middle School Teachers</u>		<u>T</u>
<u>25-2040</u>	<u>Special Education Teachers</u>		<u>T</u>
<u>25-4000</u>	<u>Librarians, Curators, and Archivists</u>		<u>T</u>
<u>25-9040</u>	<u>Teacher Assistants</u>		<u>T</u>



<b><u>27-0000</u></b>	<b><u>Arts, Design, Entertainment, Sports, and Media Occupations</u></b>		
<u>27-3010</u>	<u>Announcers</u>	<u>T</u>	
<b><u>29-0000</u></b>	<b><u>Healthcare Practitioners and Technical Occupations</u></b>		
<u>29-1010</u>	<u>Chiropractors</u>	<u>T</u>	
<u>29-1020</u>	<u>Dentists</u>	<u>T</u>	
<u>29-1030</u>	<u>Dieticians and Nutritionists</u>		<u>T</u>
<u>29-1040</u>	<u>Optometrists</u>	<u>T</u>	
<u>29-1060</u>	<u>Physicians and Surgeons</u>	<u>T</u>	
<u>29-1080</u>	<u>Podiatrists</u>	<u>T</u>	
<u>29-1110</u>	<u>Registered Nurses</u>		<u>T</u>
<u>29-1120</u>	<u>Therapists (except 29-1123 Physical Therapists, 29-1126 Respiratory Therapists)</u>		<u>T</u>
<u>29-2000</u>	<u>Health Technologists and Technicians</u>		<u>T</u>
<b><u>31-0000</u></b>	<b><u>Healthcare Support Occupations</u></b>		<u>T</u>
<b><u>33-0000</u></b>	<b><u>Protective Service Occupations</u></b>	<u>T</u>	
<b><u>35-0000</u></b>	<b><u>Food Preparation and Serving Related Occupations</u></b>		
<u>25-3030</u>	<u>Waiters and Waitresses</u>		<u>T</u>

<b><u>37-0000</u></b>	<b><u>Building and Grounds Cleaning and Maintenance Occupations</u></b>		
<u>37-2012</u>	<u>Maids and Housekeeping Cleaners</u>		<u>T</u>
<u>37-2020</u>	<u>Pest Control Workers</u>	<u>T</u>	
<u>37-3000</u>	<u>Grounds Maintenance Workers</u>	<u>T</u>	
<b><u>39-0000</u></b>	<b><u>Personal Care and Service Occupations</u></b>		
<u>39-2000</u>	<u>Animal Care and Service Workers</u>		<u>T</u>
<u>39-5011</u>	<u>Barbers</u>	<u>T</u>	
<u>39-5012</u>	<u>Hairdressers, Hairstylists, and Cosmetologists</u>		<u>T</u>
<u>39-6011</u>	<u>Baggage Porters and Bellhops</u>	<u>T</u>	
<u>39-6030</u>	<u>Transportation Attendants</u>		<u>T</u>
<u>39-9000</u>	<u>Other Personal Care and Service Workers (except 39-9030 Recreation and Fitness Workers)</u>		<u>T</u>
<b><u>41-0000</u></b>	<b><u>Sales and Related Occupations</u></b>		
<u>41-2010</u>	<u>Cashiers</u>		<u>T</u>
<u>41-2022</u>	<u>Parts Salespersons</u>	<u>T</u>	
<b><u>43-0000</u></b>	<b><u>Office and Administrative Support Occupations</u></b>		
<u>43-2000</u>	<u>Communications Equipment Operators</u>		<u>T</u>
<u>43-3000</u>	<u>Financial Clerks</u>		<u>T</u>
<u>43-4000</u>	<u>Information and Record Clerks</u>		<u>T</u>
<u>43-5020</u>	<u>Couriers and Messengers</u>	<u>T</u>	
<u>43-6000</u>	<u>Secretaries and Administrative Assistants</u>		<u>T</u>

<u>43-9000</u>	<u>Other Office and Administrative Support Workers (except 43-9010 Computer Operators)</u>		<u>T</u>
<b><u>45-0000</u></b>	<b><u>Farming, Fishing, and Forestry Occupations (except 45-2040 Graders and Sorters, Agricultural Products)</u></b>	<u>T</u>	
<b><u>47-0000</u></b>	<b><u>Construction and Extraction Occupations</u></b>	<u>T</u>	
<b><u>49-0000</u></b>	<b><u>Installation, Maintenance, and Repair Occupations</u></b>	<u>T</u>	
<b><u>51-0000</u></b>	<b><u>Production Occupations</u></b>		
<u>51-1000</u>	<u>Supervisors, Production Workers</u>	<u>T</u>	
<u>51-3020</u>	<u>Butchers and Other Meat, Poultry, and Fish Processing Workers</u>	<u>T</u>	
<u>51-3090</u>	<u>Miscellaneous Food Processing Workers</u>		<u>T</u>
<u>51-4000</u>	<u>Metal Workers and Plastic Workers</u>	<u>T</u>	
<u>51-5000</u>	<u>Printing Workers</u>	<u>T</u>	
<u>51-6020</u>	<u>Pressers, Textile, Garment and Related Materials</u>		<u>T</u>
<u>51-6030</u>	<u>Sewing Machine Operators</u>		<u>T</u>
<u>51-6050</u>	<u>Tailors, Dressmakers, and Sewers</u>		<u>T</u>
<u>51-6093</u>	<u>Upholsterers</u>	<u>T</u>	
<u>51-7000</u>	<u>Woodworkers</u>	<u>T</u>	
<u>51-8000</u>	<u>Plant and System Operators</u>	<u>T</u>	
<u>51-9010</u>	<u>Chemical Equipment Operators and Tenders</u>	<u>T</u>	
<u>51-9020</u>	<u>Crushing, Grinding, Polishing, Mixing, Blending Workers</u>	<u>T</u>	
<u>51-9040</u>	<u>Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders</u>	<u>T</u>	
<u>51-9050</u>	<u>Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders</u>	<u>T</u>	
<u>51-9120</u>	<u>Painting Workers</u>	<u>T</u>	

<u>51-9190</u>	<u>Miscellaneous Production Workers</u>	<u>T</u>
<u>53-0000</u>	<u>Transportation and Material Moving Occupations (except 53-2020 Bus Drivers)</u>	<u>T</u>

NOTE: This table indicates which occupations can be treated as nontraditional employment for purposes of WIA reporting. The table is organized according to the Standard Occupational Classification (1998 version). All major groups (with codes ending with '0000') are shown, regardless of whether or not they contain nontraditional occupations. Nontraditional occupations are those occupations in which persons of a given gender hold less than 25% of employment. Classification of occupations as nontraditional is based on 1999 national data contained in the Bureau of Labor Statistics publication, *Employment and Earnings*, January 2000, Table 11. Employed persons by detailed occupation, sex, race, and Hispanic origin.

Nontraditional employment for women is denoted by a T in the column titled 'Women'; these are occupations in which over 75% of the jobs are held by men. Nontraditional employment for men is denoted by a T in the column titled 'Men'. The chart lists the broadest occupation groupings that can be considered nontraditional. Occupations with codes ending with '0000', '000', '00', or '0' are usually groups of more detailed codes. When such occupation groups are identified as nontraditional, all occupations within the group can be considered as nontraditional. These included occupations have the same beginning digits as the group, but other digits replace the trailing zeros. For example, 47-0000 Construction and Extraction Occupations is identified as nontraditional for women. Thus, all occupation codes beginning with 47- may be considered as nontraditional for women.

This table is intended to be used as a general guide for determining nontraditional employment. However, because of limitations in the underlying data, this table should not be considered definitive. First, the data were not sufficiently detailed to identify traditional and nontraditional occupations at the most detailed levels of occupational coding. Thus, some detailed occupations within groupings not shown as nontraditional may in fact be nontraditional. Alternatively, within groupings shown as nontraditional some detailed occupations might not in fact qualify as nontraditional. Second, the source data were based on a different occupational classification (the Census recode of the 1980 SOC). As a result, some uncertainty was introduced in the conversion between the occupational classifications. Finally, WIA provides the flexibility to determine nontraditional employment using either national or local data. Thus, local areas may also identify different occupations as nontraditional based on employment data from their state or local labor market.

## **Appendix E (For The Standardized Record Data (WIASRD))**

### **Types of Youth Skill Goals**

<b><u>Basic skills goals</u></b>	<u>Basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.</u>
<b><u>Occupational skills goals</u></b>	<u>Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.</u>
<b><u>Work readiness skills goals</u></b>	<u>Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.</u>